DOCUMENT RESUME

ED 246 940 JC 840 411

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TITLE Faculty Growth through Industrial Training.
INSTITUTION Delaware Technical and Community Coll., Wilmington.
PUB DATE 26 May 83
NOTE 77p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Community Colleges; *Faculty Development; *Industrial Training; *On the Job Training; Professional Continuing Education; *School Business Relationship; Two Year Colleges

ABSTRACT

This report describes and illustrates a number of aspects of the faculty development program at Delaware Technical and Community College (DTCC). After an introductory section providing a brief history of DTCC and the growth of its involvement in industrial training programs for local firms, section II presents guidelines for successfully implementing industrial training programs. The guidelines indicate that: (1) the administration must agree that a program is needed; (2) a program coordinator must be appointed; (3) the faculty must be oriented to participate; (4) program guidelines must be established; (5) the program must be planned strategically; (6) intensive programs must be developed to train faculty members to participate; and (7) the program must be evaluated. Section III presents a discussion of strategic planning and its appropriateness for industrial training programs. In section IV, efforts to promote faculty growth at DTCC are illustrated with materials from a "Train the Trainer" workshop, which prepares faculty to go into industry. Finally, section V examines ways of linking faculty growth to industrial training, providing a form used to develop individual and departmental growth plans and including as an example the plan developed by the Dental Hygiene Department. (HB)

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FACULTY GROWTH THROUGH INDUSTRIAL TRAINING

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May 26, 1983

JC 840 411

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FACULTY GROWTH THROUGH INDUSTRIAL TRAINING

I. HISTORY

II. INTRODUCTION TO INDUSTRIAL TRAINING

III. STRATEGIC PLANNING

IV. INITIATING FACULTY REVITALIZATION

V. LINKING FACULTY GROWTH WITH INDUSTRIAL TRAINING

I. HISTORY

HISTORY

Delaware Technical and Community College is a statewide institution of higher education providing academic, technical, and continuing education opportunities to every resident of Delaware at four conveniently located campuses. Associate in Applied Science degrees, diplomas, or certificates are granted for a variety of programs available at each campus.

The first campus of DelTech opened in 1967.

The curricula of the College focuses primarily on courses that match employment opportunities in the area. The College is committed to a broad span of day and evening programs for those who wish to expand and upgrade their present skills.

HISTORY CONTINUED

Throughout the history of DelTech, a variety of industrial training programs were run. Through our Criminal Justice program, seminars in ballistics and crime scene photography were ongoing programs with the State and County police forces. Through our Fire Technology, fire safety seminars were popular with the industrial companies in the area. A variety of specific engineering training workshops were often requested through Advisory Committee members.

These programs were coordinated through the individual department chairman of the technology running the program.

However, requests became so great on the Department Chairmar that it was agreed that some mechanism was needed to control the coordination of the programs. Other factors contributing to this decision were the change in banking laws in Delaware which led to an immigration of out-of-state banks to Delaware for the purpose of credit card operations and the discontinuation of CETA and the establishment of the Job Training Partnership Act.

The coordination of Industrial Training began two years ago. It has grown from 12 projects the

first year to 42 plus projects. The number of participants/students has grown from 200 to over 700. The account developed for the funds generated by Industrial Training has grown from $2,000 to $12,000.

As impressive as the figures may or may not be, (a growth of over 300% in two years), there were issues that came up over the first year that needed to be addressed if the program would continue successfully.

The purpose of this portion of the presentation is to give you some background to the development of our Industrial Training organization and to give you a model that might be used for the development of a successful program.

II. INTRODUCTION TO INDUSTRIAL TRAINING

OBJECTIVES

1. PROVIDE FOR THE CONSTANTLY CHANGING EDUCATIONAL NEEDS IN A CONSTANTLY CHANGING COMMUNITY

2. PROVIDE CURRICULUM CLOSELY RELATED TO THE ECONOMIC AND PROFESSIONAL REALITIES OF THE COMMUNITY

3. DEVELOP A COMPREHENSIVE COMMUNITY COLLEGE WITH STRONG EMPHASIS ON OCCUPATIONAL/TECHNICAL SKILLS AND KNOWLEDGE

4. ESTABLISH THE COLLEGE'S IDENTITY AS A SIGNIFICANT MEMBER OF THE COMMUNITY

5. DEVELOP THE INDIVIDUAL'S ABILITY TO CONTRIBUTE TO THE INCREASE OF THE ECONOMIC BASE OF THE COMMUNITY

6. PROMOTE INTERDISCIPLINARY MIX TO FACILITATE STUDENT REACTIONS AND CHANGING INTERESTS

7. ESTABLISH IN THE MINDS OF THE COMMUNITY THAT THE COLLEGE BELONGS TO THEM

8. DEVELOP A STRONG GUIDANCE SYSTEM--DIRECTING THE STUDENT TOWARD REALISTIC, USABLE EDUCATIONAL GOALS

9. DEVELOP STRONG EMPHASIS ON ATTITUDE AND MOTIVATION TRAINING

What does all of this have to do with industrial training? In reviewing the objectives of the College, Industrial Training meets each of these objectives, and these objectives provide a core of purpose to Industrial Training.

DEFINITION

INDUSTRIAL TRAINING

ANY SPECIALIZED TRAINING/RETRAINING PROGRAM, COURSE, OR SEMINAR CONDUCTED UNDER A CONTRACT FOR BUSINESS, INDUSTRY, OR A GOVERNMENT AGENCY, AND ANY OTHER PROGRAM ASSIGNED BY THE VICE-PRESIDENT.

INDUSTRIAL TRAINING--GUIDELINES FOR SUCCESS

". . . SUCCESS IS TO BE MEASURED NOT SO MUCH BY THE POSITION THAT ONE HAS REACHED, AS BY THE OBSTACLES WHICH HE HAS OVERCOME WHILE TRYING TO SUCCEED."

BOOKER T. WASHINGTON

STEPS TO SUCCESSFUL IMPLEMENTATION

1. THE ADMINISTRATION MUST AGREE THAT A PROGRAM IS NEEDED.
2. A COORDINATOR IS APPOINTED.
3. THE FACULTY IS ORIENTED TO PARTICIPATE.
4. PROGRAM GUIDELINES ARE ESTABLISHED.
5. PLANNING AND TRAINING
6. EVALUATION

1. THE ADMINISTRATION MUST AGREE THAT A PROGRAM IS NEEDED.

Administration must agree to an industrial training program. Although ours began from the department level, the administration realized that an industrial training program could:

revitalize faculty through contact with high technology

provide funds during time of cut-backs

promote public relations and improve the image of the College

Industrial Training directly related to the objectives of the College.

2. A COORDINATOR IS APPOINTED.

At DelTech, a College Business/Industrial Training Coordinator was appointed, and he reports directly to the College President. He serves all four of our campuses.

A Campus level Business/Industrial Training Coordinator was also appointed to serve the individual campus. The campus coordinator has an assistant as well as clerical and recordkeeping services available.

The coordinator should be a person who has the respect of the staff; should be a person who can relate to a variety of people; should not become flustered by apparent confusion or high level of demands. The coordinator should be organized, easy to talk with, and a good representative of the college. He should be one who will be able to learn and understand the bookkeeping/funding/financial process and politics of the organization.

Questions that might need to be answered relate to the Support team, secretarial services, bookkeeping, etc.

3. THE FACULTY IS ORIENTED TO PARTICIPATE.

"IN ORDER THAT PEOPLE MAY BE HAPPY IN THEIR WORK,
THESE THREE THINGS ARE NEEDED.

THEY MUST BE FIT FOR IT.
THEY MUST NOT DO TOO MUCH OF IT.
AND THEY MUST HAVE A SENSE OF SUCCESS IN IT."

JOHN RUSKIN

During the first year of the program, the coordinators visited with each department to explain Industrial Training and the roles of the Coordinators in relation to the program. Departments were asked for comments and input for possible topics that might be used in Industrial Training programs.

Department Chairmen are still key figures in the program. Department Chairmen recruit the faculty to do the actual training and then supervise the faculty while the training is occurring.

4. PROGRAM GUIDELINES ARE ESTABLISHED.

DELAWARE TECHNICAL & COMMUNITY COLLEGE

PROPOSED POLICIES AND PROCEDURES
FOR
INDUSTRIAL TRAINING

I. DEFINITION

Any specialized training/retraining program, course, or seminar conducted under a contract for business, industry or a government agency and any other program assigned by the Vice-President and Campus Director.

Administrative responsibilities and student registrations for CETA and other government retraining programs will be under the jurisdiction of the Industrial Training Department (ITD), but operating procedures will be left to the discretion of the Vice-President and Campus Director.

Programs which award certificates will utilize existing College procedures and administrative resources.

II. ADMINISTRATIVE RESPONSIBILITIES

A. College Business/Industrial Training Coordinator

1. Establishes effective relationships with new and existing business and industries to ascertain training requirements and prepares specialized training programs to meet such requirements.

2. Provides assistance to the Campus Business/Industrial Training Coordinators and assists in the development of training programs and activities.

3. Develops program specifications, determines curricula, recruits and recommends the employment of instructional staff.

4. Works with appropriate organizational units within the College to obtain necessary space and equipment needs to support program offerings.

11. Coordinates activities with the Director of Continuing Education to avoid duplication.

12. Performs other duties as assigned.

C. Course Leader

Assigned by Campus Industrial Training Coordinator to develop, implement and evaluate course offerings.

D. Registrar

Enters trainees in the computer and provides official records to coordinators and trainees upon request.

III. FEES

A. Preparation Time

Paid upon agreement by contactee for development of new courses, needs assessment, on-site visitations and instructor orientation.

B. Instructional Fee

Paid to instructors for classroom or laboratory training offered by Delaware Technical and Community College at the College's or the contactee's facilities.

C. Administrative Fee

Charged to contactee for supporting services pertinent to the training. These include computerized registration, recordkeeping, program monitoring, secretarial support, reproduction of instructional materials, audio-visual support, etc. The administrative fees may range from 15% - 20% and will be established by the Vice-President and Campus Director depending on the direction and complexity of the program.

domain. They may be shared and used by other clients or in College programs.

9/20/82

5. PLANNING AND TRAINING

CHARACTERISTICS OF STRATEGIC PLANNING

- RESPONSE PLANNING TO CHANGE FORECASTED
- HIGH RISK IN TIMES OF FAILURE
- IMMEDIATE AND UNUSUALLY HIGH BENEFITS IN TIMES OF SUCCESS
- INVOLVEMENT OF SHORT TERM FINANCIAL COMMITMENT
- PERIODS OF CONCENTRATED INVOLVEMENT
- USE OF TASK ORIENTED GROUPS

STRATEGIC PLANNING/DECISIONS

- IDENTIFY COORDINATOR
- ASSESS EXTERNAL FACTORS
- ASSESS INTERNAL CAPABILITIES
- SET PRIORITIES

EXTERNAL ENVIRONMENT FACTORS

1. GOVERNMENTAL AND LEGAL ACTIVITIES
2. SCIENTIFIC AND TECHNOLOGICAL ADVANCES
3. ECONOMIC AND SOCIAL CONDITIONS
4. COMPETITIVE ASSESSMENT

DEFINING INTERNAL CAPABILITIES

1. MANPOWER EFFECTIVENESS
2. FINANCIAL VIABILITY
3. TECHNOLOGICAL CAPABILITIES
4. PHYSICAL FACILITY
5. SUPPORT CAPABILITIES

6. EVALUATION

The final step in each program run through Industrial Training as well as an ongoing process of your entire Industrial Training is Evaluation -

Do you have satisfied customers?

Is your academic program suffering in any way?

Is the faculty revitalized or getting overworked?

Are the profits of the program going back to the departments that did the training?

What is the financial status? Is it loosing money? Is it worth the work that is going into it?

Committee (Industrial Training Advisory Committee)

III. STRATEGIC PLANNING

III. Strategic Planning

Connie has established the fact that industrial training programs may provide many positive benefits for an institution, Delaware Technical and Community College is now fully in the arena with a well organized approach, but persons involved with this training program will tell you that planning is a key component to organizing a smooth program. It is the key to the highest success rate and a positive response to the program both from external and internal sources. I am going to try to provide you with ideas for a simple planning process vital to your program.

As I am sure you are aware there is more than one approach to planning. The approach that I consider appropriate for the industrial training program is called"Strategic Planning".

Strategic planning and long-range planning are not the same thing. The major differences are dramatic and far reaching. But quite simply long range planning sets a goal for a future which is forecasted many years in advance. Step by step objectives toward that goal are organized and evaluated as the institution moves toward the end product. Long range planning usually involves a wide base of cause and effect change.

Strategic planning on, the other hand, does not involve set objectives, even long range ones. Long range objectives may be set only after strategic planning has been completed.

These are common characteristics of strategic decision making which are an outgrowth of strategic planning which may help you understand strategic planning. These characteristics include:

1. Response to trends of change.
2. The involvement of high risk at times of failure
3. Likewise, immediate unusually high benefits at times of success
4. The involvement of a short term financial commitment
5. Periods of concentrated involvement and
6. The use of a task oriented resource group

The first and foremost strategic decision to be made is the mission of the institution in response to trends or coming changes. The focal point for the program is the definition of the instituions mission. A natural result of not defining a mission in industrial training is a scattered, sporatic approach which usually is rewarded by critism from the involved community as well as the faculty.

Taking this time to create a central trust is important for positive planning and results in the needs of the client being met. Mission statements in industrial training must come

from the "outside to the inside". We sited examples of this with our institution, however, initially we were not prepared to handle them in an organized fashion. The result was an extra burden on the already overloaded faculty. The end effect being a less than positive attitude about future programs.

On the other hand if data were collected by a centralized person or department acting as an information channel, such external demands would be forecasted, organized and prepared for. The facilitation of the change defined by the mission to meet the needs of the industrial, service, or professional community demands a strategic decision and commitment: the delegation of the responsibility to an employee, to collect data, channel information and oversee other organizational factors.

This person should be congenital to internal and external influencing factors. He or she should not allow their personal background or opinion to influence the data flow or goals of the external communities.

Coordinators must take a participatory approach to management. As over-all coordinator, it is not necessary to have a technical background in the areas of instruction, but rather a good business sense and management talents. This person will be

dealing with a variety of personalities and a variety of requests. The coordinator works as a clearing house who facilitates or provides resources for a successful program.

I like to complete the next two steps in planning simultaneously. The"Assessment of External Variables" and the "Assessment of Internal Capabilities". Let's look at the external factors first.

The environmental analysis, as it is sometimes called, is dictated by several interrelated factors. These factors may be broken into four basic components. (Show transparency)

Governmental and legal activities which will direct change and manpower movements by legislation. A good example of this is the change in our own state toward more liberal banking laws. This legislation has altered the manpower needs of the very near future for the entire state. It is not reasonable to assume that the needs of the banking industry, which is relocating a number of new offices into the state, will wait for the long-range planning required by the academic degree programs to meet their manpower needs. A second example is the recent passage of the Federal Patient-Consumer Radiation Act of 1981, an act requiring the certification of all persons providing ionizing radiation for medical or dental purposes. Each of

these pieces of legislation requires retraining persons currently in the work force. Tracking the development of such legislation allows the information to be channeled to the correct department in time to prepare for the projected need. Bear in mind, I am still not talking long periods of planning, but rather in advance of the external factor demand. It may take up to a year to prepare and make contacts for smooth organization, but probably will not extend beyond that.

Scientific and technological advances are moving so rapidly that it is difficult for any one institution to keep up with industry. The vital importance of the Industrial-Training Coordinator spoken of earlier, comes into play here. This person must be in contact with the industrial, service, and professional communities. The cooperative and flexible effort of the educational component must be reinforced in the minds of business administrators. The willingness to set up specialized programs of varying structure, length, and what ever else is their desire must be made known. The overall philosophy of meeting the clients needs, not the educational structure, must predominate.

The economic and social external environment is the third factor to be analyzed routinely. The need to minimize man-power time lost by the industry and for the individual is

Important, The ability of your client to purchase your services will be dictated by the economy. It is prudent to facilitate these situations, offering to set up the courses they desire at their facilities, rather than on campus. The employer benefits by minimal employee time lost, while you are making your program visable and saving general overhead costs. Many additional examples of economic and social factors may come to your mind as you assess your individual communities.

Competitive assessment is the final external factor to be monitored. To plan industrial training linkage with the community you must be aware of what other educational entities are doing. Some training programs may allow for competition, but the vast majority of short term industrial training programs do not. They are specific to a defined population for a defined period. Good advice to all future industrial training programs is "to plan for uniqueness is also to plan for success".

The assessment of internal capabilities is required because the organization must evaluate its capability to mange these external demands. It requires a cataloging of strengths and weaknesses in major areas of function. Critical areas include:

1. Financial Viability
2. Manpower Effectiveness
3. Technicological Capabilities
4. Physical Facilities
5. Support Capabilities

Each of these areas is important to the overall success of your program,but a lack in any one area, need not spell doom to the program. The probable exception to this is manpower effectiveness and that is why industrial training programs are so closely tied to faculty growth and incentive. Before going further with this aspect, let me touch quickly on the other areas.

Finances are initially drawn from other sources, therefore, a small commitment is required. As Connie indicated, our institution began with $2,500. Each program builds on itself providing a rapid reward for success, but the risk may also mean a loss as indicated in our first characteristics of strategic planning chart. Naturally we hope our planning will result in financial success.

Technological capabilities, and physical facilty are simple to evaluate. The matching of external demands and objectives with existing materials, capital, and physical plan constraints is basic. Creative thinking can often over come many constraints. The use of off campus sites, or resources within the served community, often solves such problems.

Support capabilities refer to audiovisual departments, advertising and marketing ability. Again such services are vital

to a well organized program but need not control it. Progress toward support capabilities can be made while programs develop.

The one key link between the success and failure of industrial training is the manpower - the faculty. This is exactly why Connie and I feel so strongly about the cause and effect of industrial training opportunities on faculty incentive and growth. The design of these programs must include the grass root faculty.

The individual departments must view it as a valuable program. They are the experts in carrying out the educational aspect and are capable of turning industries' desires into a successful educational program. The Industrial Training Coordinator must use them as the end interpreter of the communities needs.

Since this resource is vital, the planning of such programs must provide positive integration of the faculty. Program development can not be considered as additional time and effort without reward. Incentive to participate must be given in order to foster active enthusiasm. Release time and financial assistance for travel, equipment and supplies are mechanisms used by my institution to foster incentive.

The faculty who will rise first to this program will be the veterans, the master teachers, now or with their repeated responsibilities. These individuals will respond creatively while overcoming problems with their experience. They will move into new arenas, tenatively at first, but with support and program growth, they will grow too. Soon they will begin assessing external environment in their field and channel it toward the Industrial Training Coordinator.

In summary then le_'s review the key points to strategic planning for industrial training:

1. A coordinator should be appointed to
   a. provide access by external environment
   b. provide communication
   c. provide organization
2. External variables need to be monitored and assessed
   a. legislature action
   b. technology change
   c. economic change
   d. competitors position
3. Internal capabilities are assessed
   a. define resources in manpower
   b. financial viability
   c. physical facilities
   d. support capabilities

To facilitate the charting out of your planning process I have included a worksheet in your handout. As you will note each area spoken about is a column heading. We would like you to take the next few minutes to review your particular setting. See how many columns you are able to fill in.

After you have filled in some of the boxes evaluate what priority the project should be given.

The worksheet will provide you with a chart form for figuring priorities or areas for starting your program. Obviously when you are able to fill out columns A, B, and C, leaving D and E blank, the programs should hold high priority. Likewise a large amount of information in column D & C could lower the priority value.

PRIORITY SETTING WORKSHEET

TRAINING OPPORTUNITY	CLIENTS OBJECTIVES	INSTITUTIONS CAPABILITIES	INSTITUTIONAL CONSTRAINTS	COMPETITORS POSITION	PRIORITY LEVEL

IV. INITIATING FACULTY REVITALIZATION

TRAIN THE TRAINER

Our instructors needed to change their perspective on teaching and needed to learn to deal with the problem presented by the company rather than the problem as the instructor saw it.

These organizations requesting Industrial Training want a result. For instance, the teaching of one aspect of an operation. (WP Example) Some reasons employers look into Industrial Training are to upgrade skills so that the employee may move up a pay grade or overcome technology fear or ignorance.

Educators have a certain mind set that their students should be taught a variety of things in courses. However, they need to take a concentrated approach. These people, Industrial Training students, need to be handled in a businesslike manner. This training is specific with the purpose to make people productive in a specified area.

Many of our instructors have never been in a business/industrial environment. So they need to learn that they can't take a social worker approach to survive in industrial training.

Before undertaking any training program, the goals of the business/industrial training program

must be identified. It takes a number of visits to the company to establish their goals. The trainer really needs to understand what the company's purpose is to this program.

Two members of our faculty put together a package called "Train the Trainer." It was developed for an industrial training program for a local firm. However, this program was used to acclimate faculty to go into industry for industrial training.

Basically this workshop is used to refresh or revitalize teaching methodology. It consists of five parts:

TRAIN THE TRAINER

1. FOUR BASIC PRINCIPLES FOR THE EFFECTIVE TRAINER
2. PREPARATION, PLANNING, PSYCHOLOGY
3. CLASSROOM TRAINING
4. ON-THE-JOB TRAINING
5. EVALUATION

1. FOUR BASIC PRINCIPLES FOR THE EFFECTIVE TRAINER

   A. CREATE AN ENVIRONMENT IN WHICH PEOPLE WANT TO LEARN

   B. USE EFFECTIVE TEACHING TECHNIQUES

   C. UTILIZE INTERPERSONAL SKILLS

   D. PERSONALIZE LEARNING

1. Four basic principles

a. create environment

lighting

HVAC

coffee, etc.

seats, tables

noise

b. Use effective techniques

c. Interpersonal skills - ability to interact with each student in a way that motivates that student to learn, to remember, and to use what has been taught.

. Personalize learning - meet the needs of the different trainees. Respond to differing needs quickly and confidently.

Trainers are salespeople. They have something to sell--ideas and skills. Get the trainees involved: understand their needs, manage disagreements, handle questions, handle objections, generate understanding and commitment, and persuade the trainee that the ideas and skills deserve to be used.

2. PREPARATION, PLANNING, PSYCHOLOGY

2. Preparation, Planning

Very often the unsuccessful trainer is the unprepared trainer.

Planning involves thinking out the training sessions beforehand. It means preparation ahead of time.

In order to plan, the teacher must know the objective or purpose to the training.

Why is the training being conducted?

"real world application"

What do you want the trainee to learn?

"truck driver training"

What aspects of the subject are to be presented?

"overcome teacher's fear of unknown"

What does the trainer need to know?

"as opposed to nice to know"

What are the best ways to present the material?

This planning can be done in the form of an outline, sentence form, or manuscript style. It is planning similar to lesson plans that the instructor learned in methodology courses in college. It should give a time reference and note what teaching aids will be used for the different parts of the training.

. . . Psychology . . .

Definition--Learning is the process of acquiring skills, knowledge, and/or attitudes. One type of learning is acquiring ideas, principles, concepts, or facts. Another type of learning involves the acquisition of abilities or skills. A third type of learning is the acquisition of attitudes--interests, appreciations, and ideals.

Of course all three are related and may occur even though the training is directed at one type of learning.

(Innovation Abstracts published by NISOD, address some of these issues)

The psychology of teaching, learning, and relating has a great deal to do with training and should therefore be addressed when training your faculty for Industrial Training.

3. CLASSROOM TRAINING

3. Classroom Training

First the trainer needs to assess if he is prepared for the training.

Is there a thorough plan?

Is the material appropriate for the group?

Do lesson plans involve the group?

Has a dry run or practice session been made before the real thing?

Is the room satisfactory?

Are refreshments available?

Pencils, paper, etc.

During this segment of Train the Trainer, it might be good to have an activity related to possible personality problems that might crop up in the classroom and possible reactions that might help to deal effectively with that personality.

Methods of eliciting participation from the trainees should also be addressed.

Audio/Visual aids--possible types and their appropriate use should be taught to potential industrial trainers. Some faculty members shy away from A/V materials because of some bad experience in the past. This is a good

opportunity to revitalize presentation skills by teaching them how to use a variety of types of equipment.

Once the lesson is taught, the trainer needs to wrap up the lesson or summarize the lesson into a few basic points. This is a good reinforcement tool and a way of expanding the lesson to application. It is a good time for trainees to ask questions. If there are no questions, it is also an appropriate time for the trainer to ask questions of the participants.

4. ON-THE-JOB TRAINING

4. On-the-Job Training

Not all industrial training is within a classroom or conference room. Some training calls for operating machinery or training in a manufacturing setting. This setting naturally has many distractions and needs some special attention by the trainer.

On-the-Job Training can involve a 4-step method of instruction.

1. Prepare the trainee - put the trainee at ease. Explain the job that you are going to teach. Motivate the trainee to learn the job. Another important aspect is simply placing the trainee in the correct training position.
2. Present the operation - Describe, illustrate and demonstrate one step of the operation at a time.
3. Try-out performance - Give the trainee an immediate opportunity to actually do the job on a trial basis--once again using the explain, illustrate, demonstrate approach.

IV. Follow-up - At this point the trainer has taken his place as a productive worker--perhaps not at the rate of a skilled employee. The trainer should check back periodically to assist in perfecting the trainee's performance.

5. EVALUATION

5. Evaluation - The final step in the training process

When evaluating an Industrial Training program it is important to consider:

content

methods

presentation

time

atmosphere

Were the objectives achieved?

Evaluation needs to occur for every training program you run.

V. LINKING FACULTY GROWTH WITH INDUSTRIAL TRAINING

FACULTY GROWTH

- SELF ASSESSMENT
- SELF DEVELOPMENT
- INVOLVEMENT WITH SUPPORT AREAS
- DEVELOPMENT IN PLANNING
- DEVELOPMENT IN ORGANIZATION
- REACQUAINTANCE WITH WORK REALITIES
- PEER CHALLENGE AND COMMUNICATION

V. Linking Faculty Growth with Industrial Training

Once you have planned your organizational structure, set priorities and begun implementation through your training of the trainers program, you are ready to focus on your first project. A successful project depends heavily on the faculty members who are involved. A careful match must be made when reviewing the program objectives and assigning the managing faculty.

One way that I have found particularly successful in matching faculty with projects is by means of a Individual/Departmental Growth Plan. Let me detail it for you.

Beginning each academic year, I request that all faculty complete a form on which they review the department, themselves and their goals. It gives each person an opportunity to express their thoughts regarding areas they feel need change within the departments. Further each person expresses their personal thought on their strengths and weaknesses and finally on projects they would like to develop and be actively involved in that year.

This document is reviewed in consultation with the department chairperson for clarity and direction. The faculty have now self-assessed and begin working toward self-development in a positive manner. The chairman is able to assess the individual and department from an internal perspective. I have included a sample of this document in your handout package.

This type of information provides a rapid, current resource file for the industrial training coordinator and department chairman

when attempting to match priority projects with faculty. This ready resource provides insight into the faculty members abilities and desires.

A word of caution - this does not mean that you are automatically going to use this as a single resource or that the department chairmen must recommend any one faculty member just because an interest was indicated by this document. Careful matching must take place with regard to the object of the training and the faculty members ability to focus on it. Some neophyte faculty may not be prepared to take on such a task or may feel uncomfortable moving from the structured educational setting. Others whether veterans or new faculty may need development in specific areas.

A competent and strong manager should be able to evaluate the faculty potential in concert with the input of the Industrial Training Coordinator. Faculty who have identified the desire to work on external training projects but who the department chair or Industrial Coordinator feel are not ready, must be counseled carefully. This process provides an incentive for growth and updating of veteran faculty while guiding a new faculty in additional development. It assists in setting goals for faculty.

It is important that all faculty see an opportunity to participate in these creative training sessions. It provides an incentive which otherwise could be a potential problem resulting in personality

conflicts, discouragement, and a rejected feeling creating bitterness. This process of self-evaluation provides incentive and an avenue for input while avoiding personnel problems.

Once the right faculty member has been selected they are a key in program development. This responsibility must be rewarded by time to work on the project and guidance from the Industrial Training Coordinator. They need to be involved in decisions made from that point on.

Additional faculty growth will occur as the faculty members are drawn from their own department into the required involvement with support personnel. Audio-visual departments, advertising and marketing areas will all require participation with the managing faculty members.

The faculty will begin to develop in areas outside their technology as they plan project time lines and organize the implementation. They will learn new skills such as cost evaluation and management techniques. Additionally they will be interacting directly with today's work force. This will provide an opportunity to reinitiate awareness of the realities of employment. All to often college faculty lose touch with such realities by being inside the educational institution which focuses on the ideal.

Once the program has been developed and is to be implemented, the faculty will be involved in a different challenge. This challenge will be to cope with the education of peers. A mature audience experienced in industry presents a different communication process. The thought process and goals of these individuals are different from those of inexperienced students attending college degree programs.

The process of linking faculty incentive and growth with industrial training is relatively simple. Completed with some finesse, it will be a smooth process. Without forethought and proper handling the success of the project and future projects with that agency may be endangered.

Let me review the key points in creating a smooth linkage:

- faculty assessment and goal setting
- department chairman as guide
- evaluation and selection of appropriate faculty
- faculty participation in program development
- faculty incentives

INDIVIDUAL/DEPARTMENTAL GROWTH PLAN

Section I - Self Assessment

A. The present major professional responsibility is:

B. The present major personal/professional goals are: (Please indicate desired time line.)

1. _____
_____
_____

2. _____
_____
_____

3. _____
_____
_____

C. Most Effective Assets

Interpersonal _____
_____

Professional _____
_____

Personal _____
_____

D. Areas Needing Development

Interpersonal _____
_____

Professional _____
_____

Personal _____
_____

E. Resources required to complete such activities are: (persons, financing, equipment, time, etc.)

F. Activities which will assist in progressing toward the needed development of above areas while advancing toward personal/professional goals are:

Section II - Departmental Assessment

A. The major goals of the department should be:

B. The most effective assets of the department are:

C. Areas Needing Development are:

D. Activities which will allow progress in achieving the major departmental goals while working toward the needed development are:

E. Resources required to complete such activities are: (persons, financing, equipment, time, etc.)

Section III - Individual/Departmental Commitment

A. Areas of needed development which are consistent with either existing personal assets or goals are:

B. Contributions to departmental development will be: (Be sure to indicate a time line.)

C. Activities to carry out stated commitment will be: (Be sure to indicate a time line.)

D. Evaluation mechanism to determine progress will be:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Signed _____

Date _____

Review _____ Date _____

Progress Review _____ Date _____

DELAWARE TECHNICAL AND COMMUNITY COLLEGE

DENTAL HYGIENE DEPARTMENT

Individual/Departmental Growth Plan

In order to focus on where we as individuals and as a department going, how we plan to get there, and determine progress, a growth plan will be implemented. This plan will consist of three parts; self assessment, departmental assessment, and a positive development commitment.

The self-assessment should provide an evaluation mechanism of both personal and professional growth. Since these should be interrelated and are expected to encompass both positive and negative aspects, each person is asked to attempt a definitive look at themselves both currently and in the future. Remember all goals need not be achievable within the immediate future, but should be scheduled realistically.

Departmental assessment, like the personal assessment, should include both those areas which you feel are valuable, as well as those which need improvement. Unlike the personal assessment, our departmental assessment reflects your thought on other persons' work as well as your own. For this reason, this evaluation should be completed carefully with thought toward probable solutions.

These assessments will be completed privately and discussed only with your supervisor. Any necessary discussion will only relate to the improvement process and individual comments will not be personalized. Because individuals make up the department and the betterment of each depends on the development of both, the final section of the Individual/Departmental Growth Plan will relate sections one and two. In completing this part, you are asked to review the weaknesses which you would like to eliminate, as well as your strenghts and goals, and determine how each might meet a need within the department. In doing so, it is important to remember that you need not be able to completely solve an existing departmental problem or weakness, but may find value in researching the cause or assisting with a probable solution. Once you have determined how your personal and professional growth may be intergrated with the growth of the department, complete a personal commitment plan for yourself. In other words, each person is asked to define their personal goals for development and specify those actions which must be taken to meet these personal commitments. Those activities are then matched with actions which must be taken for positive departmental development and an Individual/Department Growth Plan is submitted.

The department administrator will review all completed plans and analyze suggested departmental growth areas. The focus of the department will be determined through this analysis as will individual assignments which assist in promoting personal achievement.

Each Individual/Departmental Growth Plan will be reviewed annually prior to the completion of the yearly faculty/staff evaluation. Successes, failures and tangential movements will be discussed allowing individuals to assess themselves and to provide input into their evaluations.

In preparation for this review, the individual should prepare a written assessment of progress toward long range commitment and of completed goals.

The Individual/Departmental Growth Plan will be Kept in the departmental members file and should be reviewed by the individual from time to time during the year for self monitoring and personal progress.

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